DOCUMENT RESUME

ED 279 105 EA 019 230

TITLE	ECIA Chapter 2 Evaluation Unit Final Evaluation Report. E.C.I.A. Chapter 2.
INSTITUTION	District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.
PUB DATE	Aug 86
NOTE	54p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Design; Elementary Secondary Education; Evaluation; *Evaluation Methods; Federal Aid; *Federal Programs; *Institutional Evaluation; Professional Development; Public Education; Public Schools; Technical Assistance; Theories
IDENTIFIERS	*District of Columbia; *Education Consolidation Improvement Act Chapter 2

ABSTRACT

The purpose of the Evaluation Unit is to facilitate educational accountability by providing information to the District of Columbia Public Schools; to fulfill the requirements of the Educational Consolidation and Improvement Act (ECIA) of 1981; and to give technical assistance in evaluation to project coordinators. For each project that was evaluated, the director or another researcher developed an evaluation design based on the goals, objectives, inputs, processes and outcomes described by the project coordinator. The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making developed by the district's Division of Quality Assurance. Submitted outcome data were tallied, analyzed, summarized, and interpreted in light of the intended outcomes, based on the objectives. This final report includes the interim report data brought up to date, plus the agreements and discrepancies between intended and observed outcomes for each objective. The stated objectives were to (1) evaluate the designated projects as evidenced by completed final reports; (2) provide assistance by the ECIA Chapter 2 Evaluation team in areas of design, theory, and implementation of projects; (3) aid project coordinators in the dissemination of the evaluation of their projects; and (4) encourage evaluation personnel to participate in professional development, as evidenced by certificates of completion and registration material of conferences attended. Supporting data are included in six appendices. (WTH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED279105

EA

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Cooper

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FINAL EVALUATION REPORT

for the

ECIA CHAPTER 2 EVALUATION UNIT

E.C.I.A. CHAPTER 2

August 1986

EA 019 230

BEST COPY AVAILABLE

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Floretta Dukes McKenzie
Superintendent of Schools
Chief State School Officer

Gilbert Hoffman
LEA Director, Chapter 2

DIVISION OF QUALITY ASSURANCE

David L. Huie
Director

ECIA CHAPTER 2 EVALUATION UNIT

Marcia McBeath
Director

TABLE OF CONTENTS

	Page
SUMMARY AND FINDINGS	iv
Chapter	
I. BACKGROUND AND PROJECT DESCRIPTION	
Introduction	1
Description of the Unit	2
II. EXTERNAL EVALUATION DESIGN - PLANNING, MONITORING AND IMPLEMENTING (PMI) EVALUATION MODEL FOR DECISION-MAKING	4
III. EVALUATION RESULTS	
Narrative Summary	6
PMI Inputs, Processes and Outcomes	
Objective A	10
Objective B	20
Objective C	27
IV. APPENDIXES	
A. Evaluation Model Schema	35
B. ECIA Chapter 2 Projects	36
C. Project Coordinator Satisfaction Questionnaire	38
D. Summary Report of Technical Assistance Provided by ECIA Chapter 2 Evaluation Unit	40
E. Results of Project Coordinator Satisfaction Questionnaire	42
F. Classes, Workshops, Inservices, and Conferences Attended by Staff of the ECIA Chapter 2 Evaluation Unit	45

SUMMARY AND FINDINGS

Title

ECIA Chapter 2 Evaluation Unit

Unit Director

Marcia McBeath

Unit Location

Division of Quality Assurance (DQA)
Suite 1013, Presidential Building

Target Population

All projects designated by the Chapter 2 L.E.A. Director, to be evaluated by the ECIA Chapter 2 Evaluation Unit

Stated Objectives

A: During the 1985-86 grant year, the ECIA Chapter 2 Evaluation Unit will evaluate the designated Chapter 2 projects, as evidenced by completed final reports submitted to the Superintendent of Schools by August 30, 1986.

B: During the 1985-86 grant year, the ECIA Chapter 2 Evaluation Unit will provide technical assistance through evaluation in the areas of design, theory, and implementation of the Chapter 2 projects, as evidenced by a record on file in the Division of Quality Assurance of technical assistance given, and feedback from project directors.

C: During the 1985-86 grant year, the DQA will aid Chapter 2 project directors in the dissemination of the evaluation of their projects, as evidenced by records of presentations made, and articles submitted for publication.

D. During the 1985-86 grant year, the ECIA Chapter 2 evaluation personnel will participate in professional development as evidenced by certificates of completion of courses attended, on file in personnel folders, and of registration material of conferences attended, on file in the Quality Assurance Division.

Evaluation

The evaluation follows the Planning, Monitoring and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools.

Findings

1. Updated evaluation designs for 1984-85 were disseminated to all project coordinators by December 1985.

2. Final reports for the 1984-85 school year were transmitted to project coordinators in September and October 1985 and to the Superintendent in November 1985 for the following 11 ECIA Chapter 2 projects: Dissemination District Facilitator Project, Educational Technology, Embassy Adoption, Evaluation Unit, Gifted and Talented Education Program, Improving Basic Skills in Reading and Mathematics, Multi-Arts Service Program, Nature Computer Camp, Resident Supervisory Support for Teachers, School Library Resources, Teacher/Instructional Support Training Unit (Teacher Center.)

3. Interim report interviews for the 1985-86 school year, with oral feedback to project coordinators, were held during February and March 1985, with the written reports sent to the coordinators soon after The reports were the same as above with the exception of the following: Private, Non-Profit Schools was added; Nature-Computer Camp was not included.

4. Evaluation designs for 13 projects (including all of those in 2 and 3 above) for 1985-86, plus a separate design for Math Teacher Resources, formerly a part of Basic Skills, were completed and disseminated to project coordinators in April 1986.

5. Information was collected for the final evaluation reports for the 1985-86 school year.

6. The Evaluation Team provided technical assistance a total of 82 times to the Chapter 2 projects with the number of visits ranging from 3 to 16, with a mean of 7.5.

7. Project coordinators indicated satisfaction with the technical assistance provided, through an overall mean rating of 4.5 on a 5 point scale with 5 as excellent and 1 as poor. The two highest areas with means of 4.8 were as follows: Preparing the evaluation designs, and preparing the interim reports.

8. ECIA Chapter 2 personnel wrote and presented papers at two national conventions, and at the DCPS Conference for Administrators.

9. All paper presentations and final evaluation reports were submitted to the ERIC system.

10. A Chapter 2 article was submitted to a professional journal for publication.

11. Chapter 2 personnel attended classes, conferences, inservices and workshops such as Levels-of-Use Interviewing, Lotus 1-2-3 macros, and proofreading. Chapter 2 Unit personnel also presented mini-courses in DOS, Lotus 1-2-3, and dBASE III.

Introduction

Purpose - The purpose of the Evaluation Unit was to facilitate educational accountability by providing information to the District of Columbia Public Schools, Superintendent and Board of Education; to fulfill the requirements of the Education Consolidation and Improvement Act (ECIA) of 1981; and to give technical assistance in evaluation to project coordinators.

Need - Evaluation is an integral part of research and program planning. Although project coordinators are skilled in planning and executing their programs, they frequently need help from personnel who are trained and prepared to assist in evaluation. The ECIA Chapter 2 Evaluation Unit was set up to help meet the need.

History - In the Education Amendments of 1978, H.R.15, P.L. 93-380, Title IV of the Elementary and Secondary Education Act (ESEA) consolidated former educational programs into two parts: Library and Learning Resources (Part B), and Educational Innovation and Support (Part C). In order to assure timely and adequate evaluation of the ESEA Title IV-C programs, as required under the act, the District of Columbia Public Schools Division of Research, Planning and Evaluation (now, the Division of Quality Assurance) established the ESEA Title IV-C Evaluation Unit. Funding under ESEA Title IV-C ended in 1982 when ESEA was discontinued. However, as may be seen in the section quoted below, from the Rules and Regulations, evaluation of all ECIA Chapter 2 programs was required, beginning with the 1983-84 school year.

52372 Federal Register / Vol. 47, No. 224 / Friday, November 19, 1982 / Rules and Regulations.

PART 298 - CHAPTER 2 OF THE EDUCATION CONSOLIDATION AND IMPROVEMENT ACT OF 1981

Subpart A - How a State or Local Educational Agency Obtains Funds Under Chapter 2

298.4 State applications.

(c) In addition to the other requirements in Section 564 of Chapter 2, State's application must provide, beginning with fiscal year 1984, for an annual evaluation of the effectiveness of programs assisted under Chapter 2, which shall include comments of the State Advisory Committee, and shall be made available to the public. The first evaluation covers the school year 1983-1984.

(Sec. 564, 20 U.S.C. 3814)

The District of Columbia Public Schools' Superintendent determined that the Evaluation Unit, under the Local Education Agency (L.E.A.) would begin its evaluations during the year previous to that mandated. During the 1982-83 school year, the following 10 projects were evaluated: Basic Skills Centers, District Facilitator Project, Educational Technology, Embassy Adoption Program, Gifted/Talented Education, Mathematics Teacher Resource Development, Multi-Arts Services, Nature-Computer Camp, School Library Resources, and the Teacher Center. During the 1983-84 school year, the Basic Skills Center and the Mathematics Teacher Resource Development were combined into one evaluation, the Improving Basic Skills in Reading and Mathematics Program. Two additional evaluations (Private, Non-Profit Schools and the ECIA Chapter 2 Evaluation Unit) were added, making a total of 11. For the 1984-85 year, the Private, Non-Profit Schools complete evaluation was omitted (with a data summary provided), and a new project, Resident Supervisory Support Services, was added, making a total of 11 evaluations. For the present year, 1985-86, Private Non-Profit Schools was added, bringing the total number to 12 projects.

Description of Unit

For each project to be evaluated, the director or another researcher developed an evaluation design based on the goals, objectives, inputs, processes and outcomes described by the project coordinator. The researchers helped to locate or develop data gathering instruments such as questionnaires and interview protocols, and participated in site visits to verify resources (inputs) and activities (processes). Other technical assistance was given as needed. In the middle of the project year, the researchers produced an interim report which summarized the status of the inputs and processes. As outcome data were submitted, the researchers tallied, analyzed, summarized, and interpreted them in light of the intended outcomes, based on the objectives. Where appropriate, statistics were applied and computer programs written. For non-statistical outcomes, reports and other evidence were examined. At the end of the project year, the researchers wrote a final evaluation report. Efforts were also made to help disseminate the evaluation findings, through presentations and writings. Until June 1985, the Evaluation Unit consisted of the Director, Educational Research Associate, Evaluation Intern and Administrative Clerk, plus temporary assistance as needed for data processing. Since then, six to eight researchers were assigned to work with the evaluations in order to complete the final reports before the beginning of the next project year.

Stated Objectives

A. During the 1985-86 grant year, DQA will evaluate the designated Chapter 2 projects, as evidenced by completed final reports submitted to the Superintendent by August 30, 1986.

B. During the 1985-86 grant year, the ECIA Chapter 2 Evaluation Team will provide technical assistance in evaluation in the areas of design, theory, and implementation of the Chapter 2 projects, as evidenced by a record on file in the Division of Quality Assurance of technical assistance given and feedback from project directors.

C. During the 1985-86 grant year, DQA will aid Chapter 2 project coordinators in the dissemination of the evaluation of their projects, as evidenced by records of presentations made and articles submitted for publication.

D. During the 1985-86 grant year, the ECIA Chapter 2 Evaluation personnel will participate in professional development, as evidenced by certificates of completion of courses attended, on file in personnel folders, and by registration material of conferences attended, on file in the Quality Assurance Division.

EXTERNAL EVALUATION DESIGN - PLANNING, MONITORING AND IMPLEMENTING (PMI) EVALUATION MODEL FOR DECISION-MAKING

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making, which was developed by the Division of Quality Assurance, District of Columbia Public Schools. (See Appendix A.) The evaluation design, which was developed at the beginning of the project year, consisted of the intended inputs, processes and outcomes on specially designed status report forms. The interim report, distributed at the mid-point of the project cycle, related on the status report forms, agreements or discrepancies between intended and observed inputs and processes. This final report includes the interim report data brought up to date, plus the agreements and discrepancies between intended and observed outcomes for each objective. Supporting data are included in the appendix. Preceding the PMI status report forms is the results section, which summarizes the agreements and discrepancies for each objective, and states a general conclusion.

RESULTS

EVALUATION RESULTS - NARRATIVE SUMMARY

The results of the evaluation are presented in this section. The narrative is based on information provided on inputs, processes and outcomes which are presented in the PMI reporting format which follows the narrative summary. Supporting data are in the appendix.

OBJECTIVE A. During the 1984-85 grant year, DQA will evaluate the designated Chapter 2 projects, as evidenced by completed final reports submitted to the Superintendent by August 30, 1986.

The status of all twelve of the inputs was agreement between intended and observed items. The personnel inputs included the LEA Chapter 2 administrator, Division of Quality Assurance (DQA) director, DQA assistant for evaluation, project personnel, ECIA Chapter 2 Evaluation Unit director, evaluation managers, project personnel, computer technician, and the word processing unit. Other inputs, showing the status of agreement were adequate clerical services, space, transportation for site visits, technical equipment, office supplies.

All processes showed the status of agreement between intended and observed items. The DQA director assigned evaluation managers who updated evaluation designs for the 1984-85 school year, performed all of the activities required for completing final evaluation reports for the 1983-84 school year, performed all of the activities required for completing the 1984-85 interim reports, drafted the 1985-86 evaluation designs, and began collecting data to analyze for the 1984-85 final evaluation reports. The evaluation supervisor reviewed and edited all reports and assured that they were adequately reproduced and distributed.

The first outcome, completion of 1985-86 evaluation designs by December 1985, showed a status of agreement. Evaluation designs were disseminated to the project coordinators for the following twelve (12) projects:

1. Dissemination District Facilitator Project
2. Educational Technology
3. Embassy Adoption
4. Evaluation Unit
5. Gifted and Talented Education Program
6. Improving Basic Skills in Reading and Mathematics
7. Multi-Arts Service Program
8. Nature Computer Camp
9. Private, Non-Profit Schools
10. Resident Supervisory Support for Teachers
11. School Library Resources
12. Teacher/Instructional Support Training Unit (Teacher Center)

The second outcome concerning final evaluation reports for 1984-85 showed a discrepancy because the reports were submitted to the Superintendent in November 1985, instead of by September 30th as intended due to delays in clerical services. However, the reports were completed up to six months earlier than the previous year.

Most of the interim reports were completed and disseminated in February 1986, but some were delayed due to difficulties in scheduling appointments with project directors. Thus, the third outcome showed a discrepancy. Again, interim reports, were generally completed several months earlier than the previous year.

The fourth outcome had a status of discrepancy between the intended and observed items. Although most of the evaluation designs for 1986-87 were completed and disseminated to project coordinators by April 30, 1985, a few were delayed because of difficulties in setting up conferences with project coordinators.

Objective A, stating that completed final reports will be submitted to the Superintendent of Schools during the year following the year of evaluation, was met.

OBJECTIVE B. During the 1984-85 grant year, the ECIA Chapter 2 Evaluation Unit will provide technical assistance in evaluation in the areas of design, theory, and implementation of the Chapter 2 projects, as evidenced by a record on file in the Division of Quality Assurance of technical assistance given and feedback from Project Directors.

All inputs for Objective B, in addition to those which were the same as Objective A, showed agreement between the intended and observed outcomes. These included questionnaires, members of the Division of Quality Assurance for consultation, and other projects and programs interested in Chapter 2 evaluation methods. Some of these programs were the Migrant Education Program, the Outreach Program, and Ballou Math/Science Improvement Program.

All processes for this objective had the status of agreement between intended and observed items. A workshop was held on improving response rates on questionnaires. Project directors were assisted in writing objectives, describing measurable inputs, processes and outcomes. Unit personnel provided consultation in areas such as designing questionnaires and establishing data collection methods. Chapter 2 evaluation staff attended meetings of several projects to explain evaluation requirements. Satisfaction questionnaires were distributed to project directors and the results were analyzed.

For both outcomes, the observed items were in agreement with the intended ones. The Chapter 2 Evaluation Team provided technical assistance to all projects a total of 82 times with the number of visits ranging from 3 to 16 and a mean of 7.5 per project. Results of the Chapter 2 project director questionnaire showed satisfaction with the quality of technical assistance provided. The overall mean rating was 4.5 on a 5 point scale with 5 as

excellent and 1 as poor. Areas that project directors rated highest (means of 4.8) were preparing the evaluation design, and preparing the interim report. Objective B, stating that technical services would be provided, was met.

OBJECTIVE C. During the 1984-85 grant year, the DQA will aid Chapter 2 project coordinators in the dissemination of the evaluation of their projects, as evidenced by records of presentations made and articles submitted for publication.

The four additional inputs in Objective C had the status of agreement. The items included the availability of the Research Information Center, materials and information on conferences and journal article submission, and adequate office supplies and equipment. The four processes also showed agreement between observed and intended items. Project directors were informed of meetings, helped with submitting proposals, and encouraged to submit articles to journals. Final evaluation reports and presentation reports are on file in the Research Information Center and were submitted to the ERIC system.

The four observed outcomes were in agreement with the intended outcomes. ECIA Chapter 2 personnel wrote and presented a paper at the American Psychological Association 1985 National Convention in Los Angeles on the Multi Arts Project. The paper was entitled "Motivation for the Arts: The Uninitiated, the Potentials, the Talented" a paper has been accepted for presentation at the American Psychological Association 1986 National Convention in Washington, DC for the Writing-to-Read (Educational Technology) project. The paper is entitled, "Kindergartners Creative Writing: Environment Through Computers and other Teaching Strategies."

OBJECTIVE D. During the 1985-86 grant year, the ECIA Chapter 2 Evaluation Unit personnel will participate in professional development as evidenced by certificates of completion of courses attended, on file in personnel folders, and of registration material of conferences attended, on file in the Quality Assurance Division.

All of the inputs showed agreement between observed and intended items. Information on courses and professional meetings are on file in the DQA office, funds were budgeted for professional development and supplies were adequate. The processes also had the status of agreement. Evaluation Unit members were informed of inservice opportunities and professional meetings and encouraged to take the classes. The Evaluation Unit director kept a record of inservices, workshops and meetings attended.

The records showed that the observed outcomes far exceeded the intended outcomes, with attendance at classes, conferences, inservices and workshops as well as at professional meetings. Seven presentations were made by Chapter 2 evaluation members during the year. Examples of courses attended were interviewing, Lotus 1-2-3 Macros, and proofreading. Evaluation unit personnel also presented mini courses in DOS, Lotus 1-2-3, and dBASE III.

Conclusion

The four objectives were met. They were for Chapter 2 Evaluation Unit members to evaluate the Chapter 2 projects, provide technical assistance, help project directors in their dissemination efforts and participate in professional development. The only problems for the unit were lateness in completing reports due to delays in clerical services. However, as with last year's reports, this year's were sent to the project coordinators and to the superintendent months earlier than in previous years.

Decisions

This report will be forwarded to the project director, project manager, LEA Chapter 2 director, the Superintendent, and the Board of Education to aid them in their decision-making concerning this project.

FINAL EVALUATION REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION MAKING

Reporting Form

Goal: To facilitate and support educational accountability and decision making

Objective A: During the 1985-86 grant year, Division of Quality Assurance (DQA) will evaluate the designated Chapter 2 projects, as evidenced by completed final reports submitted to the Superintendent by August 30, 1986.

INPUTS

INTENDED	STATUS	OBSERVED
a. ECIA Chapter 2 LEA administrator	Agreement	a. The ECIA Chapter 2 LEA administrator maintains close communication with the Evaluation Unit through meetings, memorandums, and telephone calls.
b. The DQA director (ECIA Chapter 2 Evaluation Unit project manager)	Agreement	b. The DQA director reviews and signs all official Evaluation Unit documents.
c. ECIA Chapter 2 Evaluation Unit project director (ECIA Chapter 2 evaluation supervisor)	Agreement	c. The Director, ECIA Chapter 2 Evaluation Unit, who serves as project coordinator, is listed on the ECIA Chapter 2 LEA directory and will be referred to in this report as the Chapter 2 evaluation supervisor.
d. Evaluation managers	Agreement	d. There are presently six evaluation managers plus the supervisor assigned to the 11 projects as documented in memorandums on file in DQA.
e. ECIA Chapter 2 project coordinators, managers and other project personnel	Agreement	e. All project coordinators and managers are listed in the Chapter 2 Directory. Members of Evaluation Team have met with personnel from all of the projects.

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
f. Word-processing unit and other clerical support	Agreement	f. The word-processing unit was established last year as documented by names on file. Records kept by the unit show that clerical services have been provided to ECIA Chapter 2 evaluation managers.
g. Computer programmer (time budgeted for 50%)	Agreement	g. A computer technician was hired in May 1986 to work full-time during the summer, programming and providing computer technical service. He will continue part-time during the school year.
h. Adequate reproduction services (clerical services)	Agreement	h. Clerical services have provided adequate reproduction services, as evidenced by questionnaires and reports on file.
i. Adequate office space	Agreement	i. Office space is observed to be adequate.
j. Adequate transportation for site visits	Agreement	j. Public transportation is generally used as evidenced by records on file in the project office. Team members state that transportation has been adequate.
k. Adequate technical equipment (computers, calculators, word processors)	Agreement	k. Technical equipment is adequate, as verified by the evaluation supervisor.
l. Adequate office supplies	Agreement	l. Office supplies have been adequate, as verified by evaluation personnel.

OBJECTIVE A

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 The director of DQA will assign projects to evaluation managers for the 1985-86 year.	Agreement	1.1 The director of DQA met with evaluation managers on October 9, 1985 to assign projects. A memorandum to the LEA Chapter 2 director, dated October 10, 1985, listed the assignments. One of the managers left his position shortly after, and his project was reassigned to the evaluation supervisor until a replacement was hired.
1.2 The evaluation managers and Chapter 2 evaluation supervisor will meet with the project coordinators to update the 1985-86 evaluation designs.	Agreement	1.2 The evaluation team met with project coordinators, as evidenced by notes on their calendars and by the data collected to complete the reports.
1.3 The evaluation managers will see that the evaluation designs are completed, typed, duplicated, and distributed to project directors, project managers, and Chapter 2 LEA administrator.	Agreement	1.3 All updated evaluation designs were completed, typed, duplicated, and distributed as intended, as verified by transmittal letters and copies of reports on file.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
2.1 Evaluation managers will complete collection of the 1984-85 final data from project coordinators, analyze final data, and draft final reports.	Agreement	2.1 Data for 1984-85 were collected and analyzed, and final reports were drafted as evidenced by raw data, computer printouts, and final reports on file.
2.2 Chapter 2 evaluation supervisor will review and edit final reports.	Agreement	2.2 Chapter 2 evaluation supervisor verified that she reviewed and edited the final reports.
2.3 DQA editor will complete final proofing of reports. Chapter 2 evaluation supervisor will arrange to have report covers prepared.	Agreement	2.3 The DQA writer-editor reviewed reports as requested by the DQA director. Evaluation managers were responsible for their own proofing. One of the evaluation managers prepared all the covers, with originals on file.
2.4 Evaluation managers will invite project coordinators and Chapter 2 LEA administrator to review final reports.	Agreement	2.4 Project coordinators and Chapter 2 LEA administrator were invited to review final reports as verified by transmittal letters. In the cases where corrections were offered, the changes were incorporated into the final copies.
2.5 Chapter 2 evaluation supervisor will see that the final reports are sent to clerical services for duplicating, and that they are assembled.	Agreement	2.5 The DQA director's secretary coordinated the duplicating and assembling of reports, with input from the Chapter 2 evaluation supervisor.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
2.6 Chapter 2 evaluation supervisor will prepare transmittal letter to submit final reports to superintendent and school board.	Agreement	2.6 Transmittal letters are on file in the DQA office.
2.7 Chapter 2 supervisor will see that abridged copies of the final reports are sent to the superintendent and complete copies are sent to project directors and other interested persons.	Agreement	2.7 Abridged copies of the final reports were sent to the superintendent in September and October 1985 as evidenced by transmittal letters on file. Completed reports were sent to project coordinators, LEA director, project managers, and to the Research Information Center as they were duplicated and assembled, as verified by transmittal letters on file.
3.1 Chapter 2 evaluation supervisor will meet with the Chapter 2 managers to plan for interim report writing.	Agreement	3.1 Memo of January 6, 1986, agenda dated January 14, 1986, and calendar entry show that the interim planning took place.
3.2 Evaluation managers (and Chapter 2 evaluation supervisor when requested) will meet with project personnel to examine evidence concerning the status of their intended inputs and processes for 1985-86 interim reports and to review intended outcomes.	Agreement	3.2 Evaluation managers and Chapter 2 evaluation supervisor met with project personnel to collect the data for the interim reports as evidenced by calendar entries of meetings and by the completed reports.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
3.3 Evaluation managers and Chapter 2 evaluation supervisor will visit project sites to observe evidence concerning the status of intended inputs and processes.	Agreement	3.3 Evaluation personnel visited project sites as evidenced by appointment calendars, transportation requests, and material brought back and filed.
3.4 Evaluation managers will draft interim reports.	Agreement	3.4 Evaluation managers drafted interim reports, keeping draft copies until the reports were completed and distributed.
3.5 Evaluation managers will submit the interim reports to Chapter 2 evaluation supervisor for editing.	Agreement	3.5 The Chapter 2 evaluation supervisor verified that reports were submitted for editing.
3.6 Evaluation managers will exchange interim reports for final proofing or will request other DQA members to check them, as time permits.	Agreement	3.6 Evaluation managers reported that they exchanged reports for final proofing.
3.7 Chapter 2 evaluation supervisor will see that interim reports are disseminated to project coordinators, project managers and Chapter 2 LEA administrator.	Agreement	3.7 Transmittal letters are on file for all reports.
4.1 Chapter 2 evaluation supervisor will meet with Chapter 2 evaluation managers to plan for 1986-87 evaluation design writing.	Agreement	4.1 The agenda and annotated notes of the Chapter 2 managers' meeting of March 6, 1986, include the topic of planning for the 1986-87 evaluation designs.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
4.2 Evaluation managers (and Chapter 2 evaluation supervisor when requested) will meet with project coordinators to plan 1986-87 evaluation designs.	Agreement	4.2 As evidenced by calendar entries, meetings were held between evaluation managers and project coordinators to plan 1986-87 evaluation designs.
4.3 Evaluation managers will draft evaluation designs.	Agreement	4.3 Evaluation managers drafted evaluation designs, keeping draft copies until the final designs were completed and disseminated.
4.4 Evaluation managers will submit designs to Chapter 2 evaluation supervisor for editing.	Agreement	4.4 The Chapter 2 evaluation supervisor verified that designs were submitted to her for editing, and changes made were appropriate.
4.5 Evaluation managers will exchange evaluation designs for final proofing or will request other DQA members to check them as time permits.	Agreement	4.5 Evaluation managers reported that they exchanged reports for final proofing or requested help from other proofers.
4.6 Chapter 2 supervisor will see that evaluation designs are completed, typed, duplicated, and distributed to project directors, project managers, and Chapter 2 LEA administrator.	Agreement	4.6 Transmittal letters are on file for all designs.
5.1 Chapter 2 evaluation supervisor will meet with Chapter 2 evaluation managers to plan for 1985-86 final evaluation reports.	Agreement	5.1 The Chapter 2 evaluation supervisor met monthly with the Chapter 2 evaluation managers to plan and discuss all reports, as evidenced by agendas on file.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
5.2 Evaluation managers (and Chapter 2 evaluation supervisor when requested) will meet with project personnel to examine evidence concerning the status of intended inputs and processes and begin collection of outcome data for the 1985-86 final reports.	Agreement	5.2 Meetings were held with all project coordinators as evidenced by calendar entries and outcome data on file.
5.3 Evaluation managers and Chapter 2 evaluation supervisor will visit project sites to observe evidence concerning the status of intended inputs, processes, and outcomes for the 1985-86 final reports.	Agreement	5.3 Site visits were held for all projects as appropriate, as logged on individual calendars. In some cases, appreciation letters were written and are on file. Sometimes project information was collected and is on file.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. By December 31, 1985, updated evaluation designs for all 1985-86 full-year projects designated to be evaluated by DQA will be on file in the Division. Evaluation designs for projects which begin after September 1985 will be completed within one month of the assignment.	Agreement	1. Updated evaluation designs were disseminated by December 1985 as evidenced by transmittal letters on file. Copies of the designs are on file in the ECIA Chapter 2 Evaluation Unit Office. (See Appendix B for list of projects.)
2. By September 30, 1985, final evaluation reports for all projects evaluated during the 1984-85 year will have been submitted to the Superintendent of Schools.	Discrepancy	2. Although final draft reports were completed by September and shared with project coordinators, they were not submitted to the Superintendent until November due to delays in clerical services. Copies of the reports are on file in the Chapter 2 Evaluation Unit Office. (See Appendix B for list of projects.)
3. By February 28, 1986, completed interim reports for all 1985-86 full-year projects designated to be evaluated by DQA will be on file in the Division.	Discrepancy	3. Most of the interim reports were completed and disseminated on time, but some were delayed, many due to difficulties in scheduling appointments with project coordinators. All reports are on file in the Chapter 2 Evaluation Unit Office. (See Appendix B for list of projects.)

OBJECTIVE A

PART III

OUTCOMES (continued)

INTENDED	STATUS	OBSERVED
4. By April 30, 1986, completed evaluation designs for all 1986-87 full-year projects designated to be evaluated by the DQA will be on file in the Division. Evaluation designs for projects which begin after September 1986 will be completed within one month of the assignment.	Discrepancy	4. Most of the evaluation designs for 1986-87 were completed and disseminated on time, but some were delayed, mainly due to difficulties in scheduling appointments with project coordinators. All designs are on file in the Chapter 2 Evaluation Unit Office. (See Appendix B for list of projects.)
5.* (By August 30, 1986, final evaluation reports for all projects evaluated during the 1985-86 year will have been submitted to the DCPS Superintendent of Schools.)		

* For information only - this outcome will be included in the 1986-87 report.

FINAL EVALUATION REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION MAKING

Reporting Form

Goal: To facilitate and support educational accountability and decision making

Objective B: During the 1985-86 grant year, the ECIA Chapter 2 Evaluation Unit will provide technical assistance in evaluation in the areas of design, theory, and implementation of the Chapter 2 projects, as evidenced by a record on file in the Division of Quality Assurance of technical assistance given and feedback from project directors.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
Inputs "a" through "l" are the same as those in Objective A.		
m. Other members of the Division of Quality Assurance for consultation such as in assessment, research, and data processing	Agreement	m. The evaluation supervisor verified that consultation from other DQA members has been provided. For example, members of the assessment unit assisted in the retrieval of test scores for data analyses, several DQA members provided brainstorming ideas for research, and staff members knowledgable in data processing shared their expertise as requested.
n. Other project personnel interested in Chapter 2 evaluation methods	Agreement	n. Other programs whose personnel are documented as having requested information and assistance on the PMI model include the Migrant Education, the Outreach Program, and Ballou Math/Science Improvement Program.

OBJECTIVE B

PART I

INPUTS

INTENDED	STATUS	OBSERVED
o. Available questionnaires, checklists, and other prepared data collection material	Agreement	o. Questionnaires and other data collection material are on file with the project with which they are used.
p. "Satisfaction Questionnaire" for use with project directors	Agreement	p. The satisfaction questionnaire is on file.

OBJECTIVE B

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 Chapter 2 evaluation supervisor will participate in a workshop for Chapter 2 project directors in the area of evaluation.	Agreement	1.1 As evidenced by a memorandum dated October 9, 1985 and an agenda, the Chapter 2 evaluation supervisor participated in the project coordinators' meeting of October 25, 1985, by presenting a paper on "Improving Response Rates," written with her intern.
1.2 Evaluation managers and Chapter 2 evaluation supervisor will assist Chapter 2 project coordinators in writing behavioral objectives to be used for their projects and for the evaluation designs.	Agreement	1.2 Evaluation managers and Chapter 2 evaluation supervisor assisted project directors in writing or editing behavioral objectives for their projects with the new objectives documented in the evaluation designs.
1.3 Evaluation managers and Chapter 2 evaluation supervisor will assist Chapter 2 project coordinators in describing measurable intended inputs, processes, and outcomes for their projects and for the evaluation designs.	Agreement	1.3 Memos to project directors, calendar documentation of appointments with them, and draft evaluation designs are evidence of unit personnel assisting in descriptions of inputs, processes, and outcomes.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
1.4 When requested, evaluation managers and Chapter 2 evaluation supervisor will attend orientation or staff development meetings held by Chapter 2 project coordinators to explain evaluation requirements.	Agreement	1.4 Chapter 2 evaluation team members met to discuss evaluation with project personnel at meetings set up by the project directors such as (a) a School Library Resources meeting on September 18, 1985, (b) an Improving Basic Skills meeting on October 8, 1985, (c) a District Facilitator meeting on November 13, 1985 (d) an Embassy Adoption Program training session on, January 10, 1986, and (e) Private, Non-Profit Schools meeting on April 24, 1986.
1.5 When needed, evaluation managers and Chapter 2 evaluation supervisor will assist Chapter 2 project coordinators in establishing data collection methods.	Agreement	1.5 Data collection methods were suggested to project coordinators as needed. For example, in the School Library Resources Project, where a sampling of student questionnaires were needed, the library-media specialists was asked to distribute forms to the first 30 students using the library on a specified day. In the Multi-Arts Services project, questionnaires for auditioning students were attached to the audition request form.
1.6 When needed, evaluation managers and Chapter 2 evaluation supervisor will locate or assist Chapter 2 project coordinators in designing questionnaires, checklists, and other data collection instruments.	Agreement	1.6 All project directors were assisted with data collection instruments as evidenced by memos and completed instruments.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
1.7 When needed, evaluation managers and Chapter 2 evaluation supervisor will locate or design answer sheets for computer scanning and scoring of project data.	Agreement	1.7 The evaluation supervisor met with the director of student assessment to locate appropriate answer sheets.
1.8 Evaluation managers will consult with Chapter 2 project coordinators and their staffs on an on-going basis to provide other technical assistance in the area of evaluation.	Agreement	1.8 Technical assistance was provided to projects as evidenced by the evaluation supervisor's log.
1.9 When needed to provide technical assistance, evaluation managers will request consultation from other members of the Division of Quality Assurance such as in assessment, research and data processing.	Agreement	1.9 Formal consultation is documented in memos (e.g., data processing). The evaluation supervisor verified that other consultation has occurred (e.g., research, testing).
1.10 As assigned by the DQA director, the Chapter 2 evaluation supervisor will consult with other projects' personnel interested in Chapter 2 evaluation methods.	Agreement	1.10 The Chapter 2 evaluation supervisor met with staff of the Outreach Program and the Ballou Senior High Math/Improvement Program on September 9, 1985, and the Writing-to-Read program on November 26, 1985, to discuss Chapter 2 evaluation methods.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
2.1 The Chapter 2 evaluation supervisor will refine the "Satisfaction Questionnaire" for use with Chapter 2 project coordinators to receive feedback on technical assistance provided.	Agreement	2.1 The questionnaire was refined as evidenced by the revised copy on file in the Chapter 2 Evaluation Unit office.
2.2 The Chapter 2 evaluation supervisor will distribute, collect, follow up if necessary, and analyze "Satisfaction Questionnaires".	Agreement	2.2 The questionnaires were distributed in May. Copies of the accompanying letter are on file as are the returned, completed forms.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. By June 30, 1986, a report submitted to the ECIA Chapter 2 LEA administrator and on file in the Division of Quality Assurance will show a record of technical assistance provided throughout the year.	Agreement	1. Technical assistance was provided to all projects, a total number of 82 times. As may be seen in Appendix D, the number of visits ranged from 3 to 16 with a mean of 7.5.
2. By June 30, 1986, the analysis of results of a questionnaire sent to Chapter 2 project coordinators will show satisfaction with the quality of technical assistance provided by DQA.	Agreement	2. The Satisfaction Questionnaire overall mean of 4.5 on a 1 to 5 point scale (5=excellent) showed that project coordinators were pleased with the technical assistance provided them. (See Appendix E.) The lowest area (3.9) was in suggesting data collection modes, while the highest areas were in preparing evaluation designs (4.8) and in preparing interim reports (4.8).

FINAL EVALUATION REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION MAKING

Reporting Form

Goal: To facilitate and support educational accountability and decision making

Objective C: During the 1985-86 grant year, DQA will aid Chapter 2 project coordinators in the dissemination of the evaluation of their projects, as evidenced by records of presentations made and articles submitted for publication.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
Inputs "a" through "f" are the same as those in Objective A.		
g. DCPS Research Information Center	Agreement	g. The DCPS Research Information Center is located in Goding Elementary School.
h. Information and submission materials on future conferences	Agreement	h. Materials on conferences are on file in the DQA office.
i. Information on journals, newsletters and other media concerning submission of articles	Agreement	i. Information concerning submission of articles is on file in the Research Information Center.
j. Adequate office supplies and equipment	Agreement	j. The evaluation supervisor verified that office supplies and equipment are adequate.

OBJECTIVE C

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 Chapter 2 evaluation personnel will encourage project coordinators to make presentations at conferences by informing them of upcoming meetings and helping them submit proposals.	Agreement	1.1 Memos on file show that project coordinators have been informed of meetings and given help on submitting proposals.
1.2 Chapter 2 evaluation personnel will submit proposals for presentations at regional and national conferences on Chapter 2 projects, including reporting evaluation results.	Agreement	1.2 Proposals with project coordinators were submitted for meetings as verified by documents on file.
2.1 Chapter 2 evaluation supervisor will give final evaluation reports and presentation reports to the DCPS Information Center for submission to the ERIC system and other appropriate dissemination outlets.	Agreement	2.1 Final evaluation reports and presentation reports are on file in the Research Information Center and have been submitted to ERIC as evidenced by the transmittal letters in the Research Information Center.
3.1 Chapter 2 evaluation personnel will encourage project directors to submit articles to journals, newsletters, and other media by informing them of appropriate sources and helping them with submissions.	Agreement	3.1 Discussions were held with project coordinators concerning submission of articles. Where plans were made to submit, project coordinators provided program information as needed, as evidenced by data on file.

† Processes numbered to correspond with outcomes

OBJECTIVE C

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. By June 30, 1986, printed programs on file in the Division of Quality Assurance will show that at least one Chapter 2 project was included in a presentation at a regional or national conference.	Agreement	1. ECIA Chapter 2 personnel wrote and presented a paper at the American Psychological Association (APA) National Convention in Los Angeles, California, in August 1985 on the Multi-Arts project. The paper was entitled, "Motivation for the Arts: The Uninitiated, the Potentials, the Talented." Chapter 2 personnel also presented papers at the DCPS Superintendent's conference and at the American Educational Research Association National Convention.
2. By June 30, 1986, documents on file in the Division of Quality Assurance will show that proposals on Chapter 2 projects were sumbitted for presentations at regional and national conferences.	Agreement	2. Correspondence on file show that a paper has been accepted to be presented at the APA National Convention in Washington, DC in August 1986 on the Educational Technology Writing-to-Read Program. The title is "Kindergarteners' Creative Writing: Encouragement Through Computers and Other Teaching Strategies."
3. By June 30, 1986, documents on file in the Division of Quality Assurance will show that information on Chapter 2 projects was submitted, for inclusion in the ERIC Educational Documents Abstracts.	Agreement	3. Letters of Transmittal on file in the Research Information Center show that all ECIA Chapter 2 final reports, and all paper presentations were submitted to the ERIC system.

OBJECTIVE C

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
4. By June 30, 1986, documents on file in the Division of Quality Assurance will show that at least one Chapter 2 project was submitted as an article for publication.	Agreement	4. In response to a request from Phi Delta Kappa Center on Evaluation, Development and Research, a paper entitled "Staff Development Program Evaluation: Application of a Peer Supervision Project" from APA, 1981, was submitted on April 28, 1986.

FINAL EVALUATION REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION MAKING

Reporting Form

Goal: To facilitate and support educational accountability and decision making

Objective D: During the 1985-86 grant year, the ECIA Chapter 2 evaluation personnel will participate in professional development as evidenced by certificates of completion of courses attended, on file in personnel folders, and of registration material of conferences attended, on file in the Quality Assurance Division.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
Inputs "a" through "f" are the same as those in Objective A.		
g. Information on classes, inservices and workshops	Agreement	g. Pertinent course information is on file in the DQA office.
h. Information on professional meetings	Agreement	h. Information on professional meetings is on file in the DQA office.
i. Budget items for professional development courses	Agreement	i. The budget shows funding for professional development courses.
j. Budget items for professional meetings	Agreement	j. The ECIA Chapter 2 evaluation records show that funds were budgeted for registration at and travel to professional meetings.
k. Adequate office supplies	Agreement	k. The unit director verified that office supplies were adequate.

OBJECTIVE D

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1.1 The Chapter 2 evaluation supervisor will inform DQA members of upcoming appropriate classes, inservices, and workshops.	Agreement	1.1 DQA members verified that they have been informed of inservice opportunities.
1.2 The Chapter 2 evaluation supervisor and DQA director will encourage and provide funding where possible for Chapter 2 evaluation personnel to attend appropriate classes, inservices and workshops.	Agreement	1.2 Evaluation team members verified that they have been encouraged to attend classes, such as Levels-of-Use inservices and specialized computer classes.
1.3 The Chapter 2 evaluation supervisor will keep records of classes, inservices and workshops attended by Chapter 2 evaluation personnel.	Agreement	1.3 The evaluation unit director has a record of classes, inservices and workshops taken by Chapter 2 evaluation team personnel.
2.1 The Chapter 2 evaluation supervisor will inform DQA professional staff members of upcoming professional meetings.	Agreement	2.1 Professional staff members have verified that they were notified of upcoming professional meetings.
2.2 The Chapter 2 evaluation supervisor and DQA director will encourage and provide funding where possible for Chapter 2 evaluation personnel to attend professional meetings.	Agreement	2.2 Chapter 2 evaluation team members verified that they have been encouraged to attend professional meetings such as AREA, and where required, funding has been provided.
2.3 The Chapter 2 evaluation supervisor will keep records of professional meetings attended by Chapter 2 evaluation personnel.	Agreement	2.3 The evaluation supervisor has a record of professional meetings attended by team members.

† Processes numbered to correspond with outcomes

OBJECTIVE D

PART III

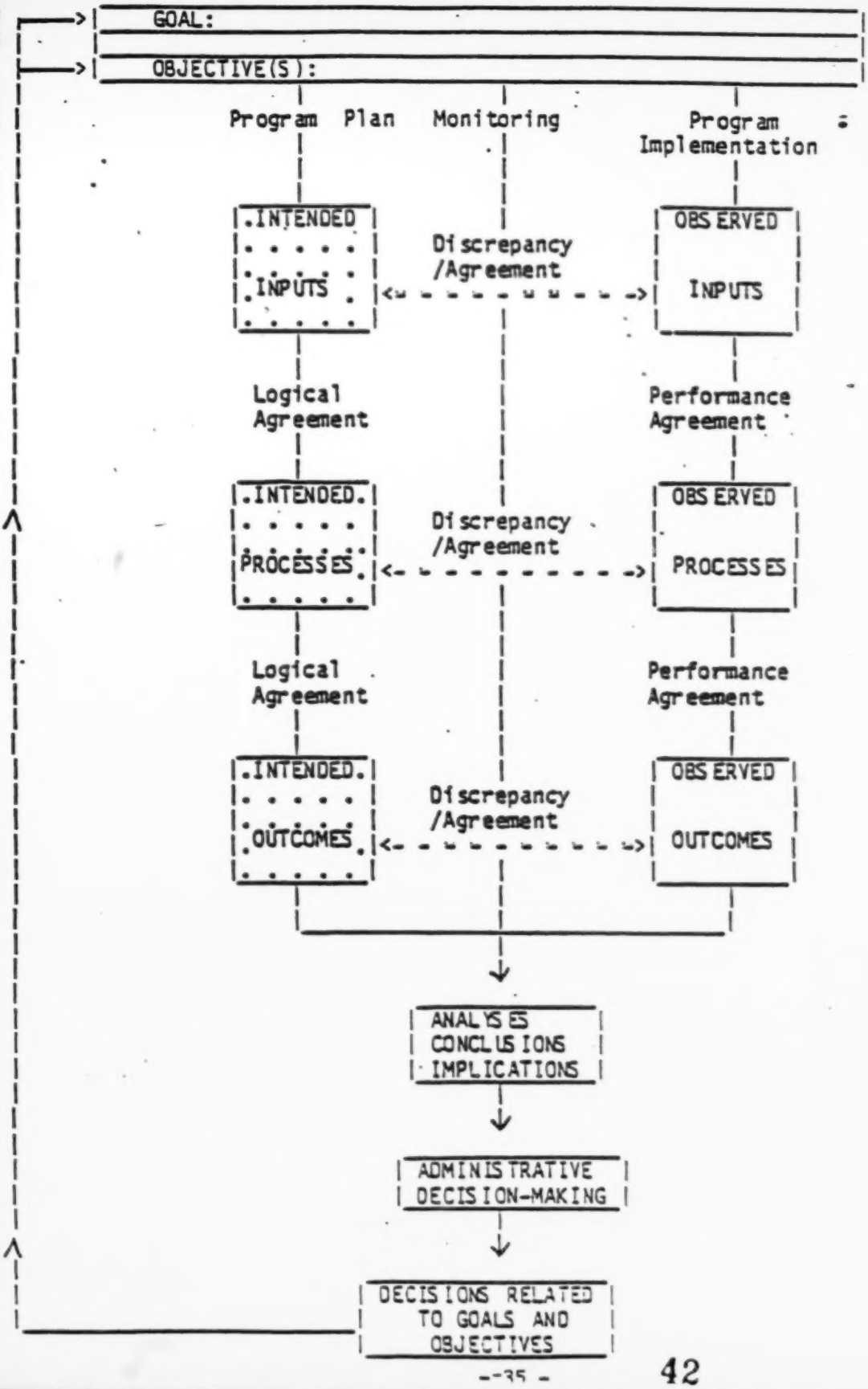
OUTCOMES

INTENDED	STATUS	OBSERVED
1. By June 30, 1986, at least five members of DQA involved in Chapter 2 projects will have completed at least one class, inservice, or workshop as evidenced by certificates of completion in each member's personnel folder.	Agreement	1. As may be seen in Appendix F, DQA members working with Chapter 2 far exceeded the intended outcome. Attendance by the 10 participants totalled to 17 at classes, 13 at conferences, 26 at inservices, and 17 at workshops on 16 different occasions. Types of courses included Level-of-Use interviewing, Lotus 1-2-3 Macros, and proofreading. The evaluation unit also presented mini courses in DOS, Lotus 1-2-3, and dBASE III.
2. By June 30, 1986, at least three members of DQA involved in Chapter 2 projects will have attended at least one professional meeting as evidenced by registration material on file in the Division of Quality Assurance.	Agreement	2. Appendix F also shows attendance at three professional meetings, with seven Chapter 2 evaluation managers attending the Superintendent's Conference, one at the American Psychological Association Convention, and two at the American Education Research Association Convention. Seven presentations were made by Chapter 2 evaluation members at local and national meetings during the year.

APPENDIX A

EVALUATION MODEL SCHEMA

EVALUATION MODEL SCHEMA



APPENDIX B

ECIA CHAPTER 2 PROJECTS

1984-85 ECIA Chapter 2 Projects

1. Dissemination District Facilitator Project
2. Educational Technology
3. Embassy Adoption
4. Evaluation Unit
5. Gifted and Talented Education Program
6. Improving Basic Skills in Reading and Mathematics
7. Multi-Arts Service Program
8. Nature Computer Camp
9. School Library Resources
10. Teacher/Instructional Support Training Unit (Teacher Center)

1985-86 ECIA Chapter 2 Projects

1. Dissemination District Facilitator Project
2. Educational Technology (including Writing-to-Read)
3. Embassy Adoption
4. Evaluation Unit
5. Gifted and Talented Education Program
6. Improving Basic Skills in Reading and Mathematics
7. Multi-Arts Service Program
8. Nature Computer Camp
9. Private Non-Profit Schools
10. Resident Supervisory Support for Teachers
11. School Library Resources
12. Teacher/Instructional Support Training Unit (Teacher Center)

1986-87 ECIA Chapter 2 Projects

1. Dissemination District Facilitator Project
2. Educational Technology
3. Embassy Adoption
4. Evaluation Unit
5. Gifted and Talented Education Program
6. Improving Basic Skills in Reading and Mathematics
7. Mathematics Teacher Resource Development
8. Multi-Arts Service Program
9. Nature Computer Camp
10. Private Non-Profit Schools
11. Resident Supervisory Support for Teachers
12. School Library Resources
13. Teacher/Instructional Support Training Unit (Teacher Center)

APPENDIX C

PROJECT COORDINATOR
SATISFACTION QUESTIONNAIRE

Evaluation Questionnaire for
ECIA Chapter 2 Coordinators

The purpose of this questionnaire is to determine your satisfaction with the technical assistance provided for evaluating your ECIA Chapter 2 project. Please rate the quality of the assistance given to you in understanding the processes listed below:

	5 Excellent	4 Good	3 Average	2 Fair	1 Poor	0 Not Applicable
1. Constructing, revising, or reviewing objectives						
2. Preparing the evaluation design						
3. Explaining evaluation needs to other project personnel						
4. Suggesting modes of data collection						
5. Locating or constructing questionnaires						
6. Collecting data through observations or interviews						
7. Collecting data through questionnaires or surveys						
8. Analyzing data						
9. Preparing the interim report						
10. Preparing the final report						
11. Other (please specify) _____						

12. How do you feel about the PMI evaluation model as it is used now?

_____

_____

13. Please use reverse side if you have other comments.

Prepared by
051286.DQACh.2 Division of Quality Assurance

APPENDIX D

SUMMARY REPORT OF TECHNICAL ASSISTANCE
PROVIDED BY ECIA CHAPTER 2 EVALUATION UNIT

Summary Report of Technical Assistance
ECIA Chapter 2 Evaluation Unit
July 1, 1985 - June 30, 1986

Following is a summary of direct assistance to ECIA Chapter 2 projects provided by DQA evaluation managers during the 85-86 project year.

Name of Project	Number of Contacts
Dissemination District Facilitator Project	10
Educational Technology (including Writing-to-Read - 11)	6
Embassy Adoption	16
Gifted and Talented Education Program	6
Improving Basic Skills in Reading and Mathematics	10
Multi-Arts Service Program	14
Nature Computer Camp	3
Private Non-Profit Schools	5
Resident Supervisory Support for Teachers	5
School Library Resources	5
Teacher/Instructional Support Training Unit (Teacher Center)	4
Total	82
Mean Number of Visits	7.5

APPENDIX E

RESULTS OF PROJECT COORDINATOR
SATISFACTION QUESTIONNAIRE

Satisfaction of Chapter 2 Project Coordinators
With Technical Assistance Provided
by Chapter 2 Evaluators
(N=9)

Item Name	(5) Excellent		(4) Good		(3) Average		(2) Fair		(1) Poor		(0) No Response		Total		Mean
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
1. Constructing, Revising, Reviewing Objectives	6	66.7	2	22.2	1	11.1	0	0.0	0	0.0	0	0.0	9	100.0	4.6
2. Preparing Evaluation Designs	8	88.9	0	0.0	1	11.1	0	0.0	0	0.0	0	0.0	9	100.0	4.8
3. Explaining Evaluation to Project Staff	2	22.2	5	55.6	0	0.0	0	0.0	0	0.0	2	22.2	9	100.0	4.3
4. Suggesting Data Collection Modes	3	33.3	3	33.3	1	11.1	0	0.0	1	11.1	1	11.1	9	100.0	3.9
5. Providing Questionnaires	4	44.4	3	33.3	0	0.0	0	0.0	1	11.1	1	11.1	9	100.0	4.1
6. Collecting Data by Observations	5	55.6	4	44.4	0	0.0	0	0.0	0	0.0	0	0.0	9	100.0	4.6
7. Collecting Data by Surveys	4	44.4	4	44.4	0	0.0	0	0.0	0	0.0	1	11.1	9	100.0	4.5
8. Analyzing Data	5	55.6	3	33.3	0	0.0	0	0.0	0	0.0	1	11.1	9	100.0	4.6
9. Preparing Interim Report	7	77.8	1	11.1	0	0.0	1	11.1	0	0.0	0	0.0	9	100.0	4.8
10. Preparing Final Report	6	66.7	2	22.2	0	0.0	0	0.0	0	0.0	1	11.1	9	100.0	4.8
Total	50	55.6	27	30.0	3	3.3	1	1.1	2	2.2	7	7.8	90	100.0	4.5

Responses to Item 12

HOW DO YOU FEEL ABOUT THE PMI EVALUATION MODEL AS IT IS USED NOW?

- It is very helpful in keeping tasks on target

- It more than meets current project needs.

- Not applicable to my project design, but can be reworked to be appropriate. Better for developmental monitoring of projects.

- It is an excellent model and is easily understood by all concerned.

- It seems to meet our needs.

- I find it a useful model which assists one in thinking through essential components.

- I find it extremely helpful in keeping my project organized.

APPENDIX F

CLASSES, WORKSHOPS, INSERVICES, AND CONFERENCES ATTENDED BY STAFF OF THE ECIA CHAPTER 2 EVALUATION UNIT

1985-86

Classes, Workshops, Inserviices,
Conferences Attended by Unit Staff

Date(s) 1985	Number of Attendees From Chapter 2	Meeting Attended	Class - C Conference - CO Inservice - I Presentation - PR Professional - P Workshop - W
August	7	Superintendent's Conference	CO PR (1) P
August	1	American Psychological Ass'n Convention	CO PR (1) P
October	10	Cost Effectiveness Training	W
October	2	Chapter 2 Administration for Coordinators	PR(2)
November	10	Stages of Concern - Configuration Design	I
November	2	Graduate Seminar - Howard University	PR(2)
November	1	Computer Literacy - Trinity	C
1986			
January	8	Level of Use, Part I	I
February	8	Levels of Use, Part II	I
April	1	Proof Reading	C
April	2	American Educational Research Ass'n	CO PR (1) P
May	1	Secretarial Decision Making	C
June	2	LOTUS 1-2-3	C
June	7	School Profiles	W
June	2	Lotus Macros	C
June	10	DOS, Lotus 1-2-3-, DBASE III	C

Total Attendance by Chapter 2 Contributors				
Classes	Conferences	Inservices	Presentations	Workshops
17	13	26	7	17